

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

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What is the performance task for your unit?	Film makers from Miramax Films (who created an action packed modern day adaptation of William Shakespeare's Hamlet) are planning to take on the challenge of creating another Shakespeare play: this time a parody of Much Ado About Nothing. Being not as familiar with this play, these film makers are looking for Shakespearean experts that are very knowledgeable about the play. Your job is to create a movie trailer to present to the film makers as part of the 2014 Shakespeare Festival in Utah. As part of the movie trailer requirements, the film makers are looking for a movie trailer that encompasses the play's dramatic structure (without completely spoiling the plot), a fusion of both Shakespearean language and modern day speech, accurate character portrayals and developments, and a trailer that captures the central theme of the play. The film makers of the winning trailer will be presented with job opportunities to work with Miramax film makers in the creation and production of the play's adaptation.
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be	iMovie

required)	
Lesson # in which students will create the performance task	6

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Creating a storyboard	http://www.commoncraft.com/explainer-tip-creating-simple-storyboards This resource explains, illustrates, and gives tips on how to create a storyboard. It is great for individuals who are just learning how to create a storyboard for the first time.	I can introduce this skill when students create a comic of Much Ado About Nothing's dramatic structure in lesson 3. I will have students create a storyboard for their comic before they create it to provide preparation and planning.
Being aware of the sequence of events in relation to the plot (research of content)	http://www.sparknotes.com/shakespeare/muchado/ This resource provides summaries, analyses, background information, and character information about a wide variety of literary texts including Much Ado About Nothing.	I can introduce this skill in lesson 1 when my students are first getting familiar with Shakespearean language. I will remind students that if they have trouble understanding anything about a certain scene that I have my students read for homework, they can refer to Spark Notes as a way to clarify anything about the plot or characters that they may be puzzled about.
Creating a script	http://www.writersdigest.com/online-editor/7-ways-writing-a-screenplay-is-different-than-writing-a-novel This resource explains the difference between writing a script and writing a novel and how important it is to understand those differences. It also includes the important aspects to keep in mind when writing a script such as dialogue and format.	I can introduce this skill in the previous unit on grammar. As part of the final project requirements, students needed to create a script to provide preparation, organization, and structure to their video. While completing this assignment, students had to create a script in class (that was approved by me) before they

		could start filming.
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2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Avoiding copyright	https://owl.english.purdue.edu/owl/resource/731/1/ This resource provides people with not only information about copyright laws (such as fair use), but it also provides people with tips concerning how to avoid copyright.	I can introduce this skill in lesson 1 when students will be creating blog entries. I will discuss with students during class that it is important to generate original thoughts and ideas about subjects (which is what the blog assignment requires). I will then proceed to talk about copyright with my students and how it should be avoided for every project that we do in both my class and in any other class that my students are in. This could be considered a refresher for students though because I also introduced this skill to students in the prior unit when they made grammar videos as their final project.
Using iMovie to record audio and create voiceovers	http://www.youtube.com/watch?v=oJ6NNmvjtls This YouTube video illustrates how to create voiceovers in iMovie. The video consists of a person who has recorded their computer screen with iMovie on it. The person goes through each step so that people can follow along and visually see what it is that they need to do.	I can introduce this skill in the prior unit that I teach about grammar. At the end of that unit, students were asked to create a video that teaches other students about certain grammar topics. Students used iMovie to create their videos and they were taught how to create

		voiceovers in iMovie while completing this project.
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3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Adding music	http://www.youtube.com/watch?v=rB9iCfh3V7Y This YouTube video illustrates how to add music in iMovie. The video consists of a person who has recorded their computer screen with iMovie on it. The person goes through each step so that people can follow along and visually see what it is that they need to do.	I can introduce this skill in the previous unit on grammar. As part of the final project requirements, students needed to incorporate music into their projects to make the videos more fun and engaging. While completing this assignment, students learned how to do this during this unit.
Adding transitions	http://www.youtube.com/watch?v=aliNAH2tBeA This YouTube video illustrates how to add transitions to a video in iMovie. The video consists of a person who has recorded their computer screen with iMovie on it. The person goes through each step so that people can follow along and visually see what it is that they need to do.	I can introduce this skill in the previous unit on grammar. As part of their final project requirements, students needed to incorporate transitions into their projects to make their videos more fluent and easy to follow. While completing this assignment, students learned how to do this during this unit.
Splitting videos	http://www.youtube.com/watch?v=Pz-TvjJnMZ8 This YouTube video illustrates how to split videos in iMovie. The video consists of a person who has recorded their computer screen with iMovie on it. The person goes through each step so that people	I can introduce this skill in the previous unit on grammar. As part of their final project requirements, students needed to edit their filming in order to make their video more fluent

	can follow along and visually see what it is that they need to do.	and appear more professional. While completing this project, students learned how to do this during this unit.
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4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Exporting an iMovie video	http://www.youtube.com/watch?v=SsF-aKNUS_U This YouTube video illustrates how to export a video in iMovie. The video consists of a person who has recorded their computer screen with iMovie on it. The person goes through each step so that people can follow along and visually see what it is that they need to do.	I can introduce this skill in the previous unit on grammar. As part of their final project requirements, students needed to export their video so that the whole class could see the finished and final product. While completing this project, students learned how to do this during this unit.
Converting to QuickTime	http://www.youtube.com/watch?v=RxZwbl_fd6k This YouTube video illustrates how to convert a video in iMovie to QuickTime. The video consists of a person who has recorded their computer screen with iMovie on it. The person goes through each step so that people can follow along and visually see what it is that they need to do.	I can introduce this skill in the previous unit on grammar. As part of their final project requirements, students needed to convert their video to QuickTime. While completing this project, students learned how to do this during this unit.

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Uploading to YouTube	http://www.youtube.com/watch?v=ogWlr_W2DSU This YouTube video illustrates how to upload an iMovie video to YouTube. The video consists of a person who has recorded their computer screen with iMovie on it. The person goes through each step so that people can follow along and visually see what it is that they need to do.	I can introduce this skill in the previous unit on grammar. As part of their final project requirements, students needed to upload their video to YouTube. While completing this project, students learned how to do this during this unit.
Uploading to the class Wiki	http://www.youtube.com/watch?v=DvAs5USSIdE This YouTube video illustrates how to upload an iMovie video to Wikispaces. The video consists of a person who has recorded their computer screen with iMovie on it. The person goes through each step so that people can follow along and visually see what it is that they need to do.	I can introduce this skill in the previous unit on grammar. As part of their final project requirements, students also needed to upload their video to the class Wikispaces. While completing this project, students learned how to do this during this unit.